



Course Outline for: NURS 2720 Transition to the Role of the Professional Nurse

A. Course Description

1. Number of Credits: 4
2. Lecture hours per week: 3
Clinical hours per week: 3
3. Prerequisites: Acceptance into the Normandale Associate Degree nursing program, LPN Licensure
4. Corequisites: NURS 2750
5. MnTC Goals: None

This course is designed to expand the knowledge and skills of the LPN as they transition to the professional role within nursing. Emphasis is placed on health promotion through the lifespan and incorporates theories related to evidence-based practice, quality and safety, communication, collaboration, experiential learning decision-making/reasoning, informatics, assessment, caring, and health- illness continuum.

B. Date last reviewed/updated: January 2022

C. Outline of Major Content Areas

1. Professional Development & Identity for Transition to the Role of the Professional Nurse
 - A. Attributes and Roles of a Nurse
 - i. Professionalism
 - ii. Experiential learning Decision-Making & Judgement
 - iii. Ethics
 - iv. Leadership
 - v. Self-care
 - vi. Life-long learning
 - vii. Social Justice
 - B. Care Competencies
 - i. Holistic Nursing Process
 - ii. Therapeutic & Professional Communication
 - iii. Collaboration
 - iv. Quality & Safety

- v. Technology & Informatics
 - vi. Teaching & Learning
 - C. Health Care Delivery
 - i. Evidence-based Practice
 - ii. Health Care Infrastructure
 - 2. Physiologic Integrity for Transition to the Role of the Professional Nurse
 - A. Physiological Homeostasis & Regulation
 - i. Fluid & Electrolyte Balance
 - ii. Acid-Base Balance
 - iii. Thermoregulation
 - iv. Cellular Regulation
 - v. Intracranial Regulation
 - vi. Metabolism
 - vii. Elimination
 - viii. Sexuality & Reproduction
 - ix. Oxygenation
 - x. Perfusion
 - B. Protection and Movement
 - i. Immunity
 - ii. Inflammation
 - iii. Infection
 - iv. Tissue Integrity
 - v. Sensory Perception
 - vi. Comfort
 - vii. Mobility
 - viii. Rest
 - 3. Psychosocial Integrity for Transition to the Role of the Professional Nurse
 - A. Psychosocial Homeostasis & Regulation
 - i. Family Dynamics
 - ii. Spirituality
 - iii. Motivation
 - iv. Adherence
 - 4. Lifespan Growth & Development for Transition to the Role of the Professional Nurse
 - A. Determinants of Health
 - i. Functional Ability
 - ii. Genetics
 - iii. Environment
 - iv. Culture

- v. Individual Behaviors
- vi. Social & Economic Factors

D. Course Learning Outcomes

By the end of the course, the student will be able to:

1. Apply theories and concepts of social and cultural factors to provide prevention-based nursing care.
2. Demonstrates transition to the role of the professional nurse within organizational systems.
3. Apply credible, evidence-based sources of information to guide safe, preventative care.
4. Describe how health promotion initiatives are organized and financed.
5. Identify risk and or determinants of health while conducting a health history and wellness assessment.
6. Reflect on personal and professional actions based on a set of shared core nursing values.

E. Methods for Assessing Student Learning

Each semester, cognitive learning will be evaluated primarily by written examinations and quizzes, including alternative format, multiple choice and short answer questions, at least one alternative written assignment, and a standardized exam. Rubrics will be used for formative and summative evaluations in the on-campus laboratory/simulation and clinical settings to evaluate the successful completion of course student learning outcomes.

In NURS 2720 each of the following parts must be successfully completed as defined below. Failure to successfully complete one or more of the following components will result in failing the course:

1. Part 1 – Theory: The student must obtain a 78% or greater to pass.
2. Part 2 – Medical dosage Exam – Students may have up to 3 attempts to pass successfully.
3. Part 3 – Clinical/lab/simulation: Students must achieve a 78% or greater and demonstrate safe practice.
 - A. Direct Focused Care: Clinical performance: Pass/Fail: Students must pass all clinical outcomes and skills to progress to the subsequent semester. (See clinical performance evaluation).
 - B. Concept-based experiences: Pass/Fail: Include Learning activities and integrative experiences (portfolio artifacts)
 - C. Case-Based Activities Lab/simulation and case studies

D. Intervention skill-based activities: Met/Unmet (Instructor validation of skill performance)

Successful completion of each part of this course is necessary to progress to next semester. However, unsafe clinical performance or failure to meet clinical/lab/simulation student learning outcomes may result in failure of the course.

F. Special Information

Refer to nursing student handbook for additional details